



RTLB Board Report July 2022

Highlights (These are against our annual plan goals)

RTLB are required to make provision for Maori and Pasifika Students and priority learners, goals include:

Goal 1. RTLB will embrace neurodiversity and be equipped to support schools with students with neurodiversity

Workshops:

In Term 2 we trialled a series of Wednesday afternoon workshops. The workshops covered various topics that support teachers and teacher aides to develop their skills supporting neurodiverse students. These workshops included Dyslexia, Dysgraphia, Oral Language Development and Learning Through Play.

In Term 3 there is another series of workshops scheduled, some topics include Autism, Fetal Alcohol Syndrome and Oppositional Defiant Disorder.

Workshops have been structured so that they are accessible to teachers and teacher aides and scheduled for 2pm-4pm to provide minimal disruption for schools providing coverage for classes. Schools have expressed that this time is working effectively.

In Term 2, 12 schools made use of the workshops and we delivered to over 50 participants. We also had a flow on effect whereby our Dyslexia workshops have now been delivered at 3 other schools to groups of staff working in these schools. We have also had requests for some of our other workshops to be delivered at schools, which we have either completed or scheduled.

After each workshop participants are sent a survey to complete and the feedback has been very positive.

Website Chat Feature:

We have introduced a chat feature on our website where teachers can ask a question or request information and an RTLB will respond. Specific student information cannot be shared (privacy reasons), but we can give advice and support for general questions. We are promoting this feature and will monitor the effectiveness. The rationale behind introducing this feature is so that schools in our Cluster have a facility to ask for advice, which we can then respond to quickly. It also means that teachers are able seek information as they need help, which means teachers have agency in their learning. This ultimately means that students can get better support from their teachers because their teacher has strategies and ideas of how to best support.

Incredible Years (IY):

We continue to develop our IY capability. Our IY leader has recently gained their accreditation in Incredible Years Autism. This means we have a very capable leader leading our team of IY presenters and a consistent demand for the delivery of this service.

Goal 2. RTLB will develop culturally responsive practices and have a strong understanding of key documents to ensure positive outcomes for mokopuna:

We have a team who have expert knowledge in supporting Pasifika learners. This team is known as Fetu O Le Aniva (FOLA), which means 'morning star'. Our FOLA team has been delivering learning to all RTLB in our Cluster about the 'Action Plan for Pasifika Education' (an MOE strategic plan). This work has now extended to planning and delivering conferences that RTLB across New Zealand can participate in. One of our RTLB is leading this piece of work in collaboration with an RTLB from Cluster 12. The aim of these conferences is to support all RTLB to develop the knowledge, understanding and skills to be able to work with Pasifika learners. The online conference had 49 attendees representing RTLB Clusters, Massey University and the Ministry of Education Learning Support. There were 20 clusters represented from across New Zealand who sent one or two representatives from their teams. A website has been established to collate resources and learning to support this work. This team is gaining momentum and the 2 co leaders have been invited to share the work that they have been doing at the National Lead Principal and Cluster Managers Forum in Wellington.

Within Manawanui Cluster 10 we have 57% of the student population who identify as Pasifika. It is important that we continue to provide support for our RTLB working with our Pasifika students to meet their needs in a culturally responsive way.

Goal 3. Manawanui will develop consistent quality practice across our Cluster:

The Cluster Manager has been engaged in meetings with individual schools to understand how we can best support them and also to identify common needs across the Cluster. One area emerging is specifically a need to support students who are working at level 1 of the curriculum at Year 7 and 8. These students should be working at level 4 of the curriculum, so it is important to support our Intermediate Schools to better support students that are working well below the expected level.

In addition we have worked with our database provider (Schoolgate) to develop teacher and whanau feedback surveys. These surveys are sent at case closure and provide an opportunity to provide further feedback about how teachers and whanau have experienced the RTLB service. These have been designed to be completed quickly and easily. We will use the data to look for trends indicating RTLB practice strengths as well as identify areas for development. The system is working well and we have had several surveys completed at case closure.

All our RTLB have completed their mid year appraisal discussion and have identified their next steps that will enable them to meet the goals they have set.

Staffing

Manawanui Cluster 10 has a staffing entitlement of 29 RTLB and a Cluster Manager. In addition, a part time administration support person is employed. The administration support person is funded through the RTLB administration grant. The Cluster also pays for financial support from the school's Financial Manager and caretaker support from the school's Caretaker.

We are currently fully staffed and caseloads are evenly spread and manageable.

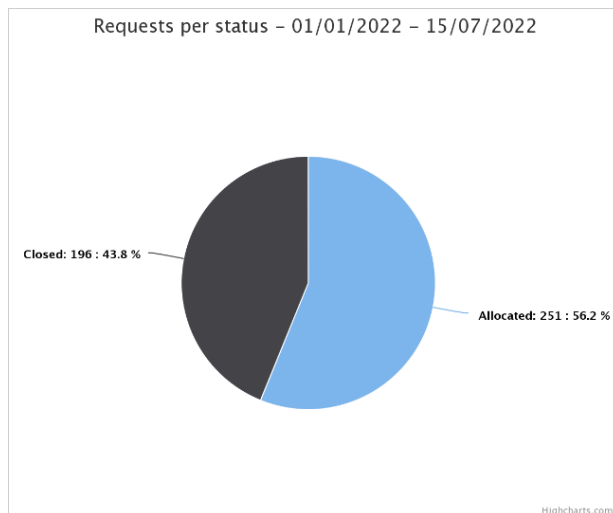
Any accumulated surplus staffing is used throughout the year to support schools to employ relievers to support RTLB work (e.g. to release a teacher to attend training). Our aim is to finish the year with a zero balance, we are on track to achieve this.

Service Delivery

At Manawanui we are committed to being responsive, allocating cases quickly. We have no wait list and we allocate cases on a weekly basis. This means that from the time the school submits a request for support to the time an RTLB is allocated takes about 10 days. If a school has an urgent request, RTLB are able to be allocated at the Cluster Managers discretion within days.

- 251 cases are currently allocated (271 in 2021)
- 111 cases are individual school or project cases (92 in 2021)
- 156 cases were allocated in Term 2 (196 in 2021)
- 78% of new cases are male and 22% female. (73% male and 27% female)
- Learning cases make up 51.5% (58% in 2021)
- Behaviour cases make up 8.5 % (8.5% in 2021)
- Learning and behaviour cases make up 40% (33.5% in 2021)
- 196 cases have been closed this year in Term 1 and 2
- 67 case have been for transition support
- Ethnicity statistics show that our highest needs are coming from our NZ Maori with 24% of the requests and 20% each from Samoan and Cook Island Maori students. This trend is very similar to the same time last year.

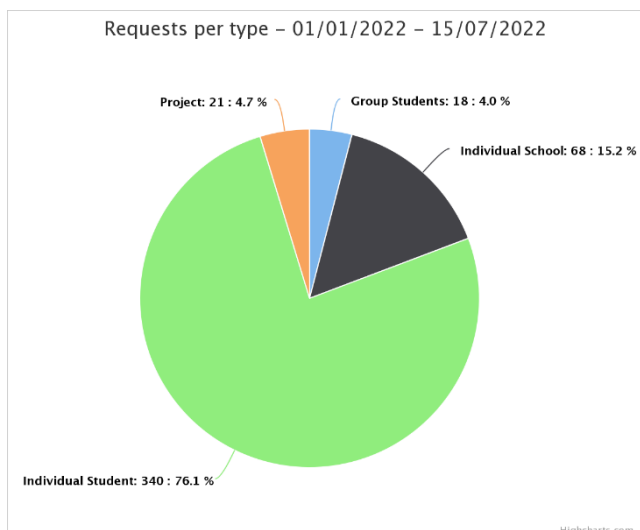
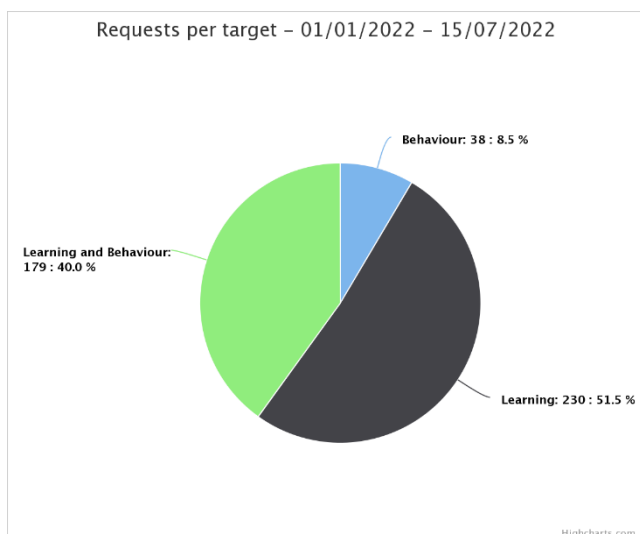
Graph showing make up of all cases to date in 2022 :



Ethnicity of Individual Cases:

Ethnicity															
Chinese	Cook Island Maori	Fijian	Indian	MELAA	NZ European / Pakeha	NZ Maori	Niuean	Other	Other Asian	Other European	Other Pasifika	Samoan	South East Asian	Tokelauan	Tongan
1 (0%)	31 (20%)	5 (3%)	8 (5%)	1 (0%)	6 (3%)	37 (24%)	1 (0%)	6 (3%)	2 (1%)	2 (1%)	2 (1%)	32 (20%)	1 (0%)	1 (0%)	17 (11%)

Total make up of cases to date in 2022 including cases that have closed during this time:



We had 154 cases rolled over from 2021 into 2022. This was as a result of the Auckland August Covid Lockdowns. Many cases needed to begin again with new teachers in 2022. There have also been challenges around student attendance and RTLB have kept cases open and encouraged families to send students back to school. Where rollover cases continue into Term 3, RTLB need refreshed, informed caregiver consent, to ensure that we are meeting our obligations to gain ‘frequent informed consent’. We anticipate to take approximately 20 rollover cases into Term 3, this will ensure continuity of support for students and we feel it is in the best interest of the students to continue with the support even though the case has been open for an extended period.

Our request statistics are quite similar to 2021, although there is a smaller number in cases allocated in Term 2 for 2022 compared to 2021. This may be as a result of some students who may have been referred, already receiving support as part of our ‘rollover’ cases. We have more projects and individual school referrals in 2022, which shows that we are moving to working more with teachers and schools to develop inclusive practices rather than individual students, this is in keeping with MOE strategic plans. By working across teams of teachers or across whole schools we are able to support systematic change, this supports sustainability and enables long term changes to the way schools support students who have learning/behaviour differences.

Learning Support Fund (LSF):

This is funding to be used to support the casework of RTLB. Funding needs to be applied for by schools and includes a Taitai (Collaborative Action Plan that outlines reasons for funding). There is a robust process in place. RTLB present their funding application to their Practice Leader, who screens for any errors and appropriateness of application. Practice Leaders then share this information with the allocations panel and a decision is made and minuted.

- 40 applications have been received from 20 schools for the Learning Support Fund. All have been approved
- \$42943.74 Learning Support Funding has been allocated
- \$174 804.26 is available for allocation

We have funding to be allocated to our Learning Communication Support Worker project and funding to support 2 projects around Structured Literacy at 2 schools. Structured Literacy is a way of teaching reading and writing which the Ministry of Education is encouraging schools to move towards. We are also going to be working with Intermediate schools to look at a project to support level 1 learners - this is likely to be a long term project and will require several funding applications.

Any Learning Support Funds not used by the end of 2022 can be taken back by the Ministry of Education. At this stage we are confident that we will not have surplus funds left at the end of 2022.

Qualitative Report (attached)

One of the reporting requirements of the Funding Agreement is that the Cluster submits a Qualitative Report to the Ministry of Education on the first Friday of each Term – except Term one. The Qualitative Report is a Risk & Issues summary.

The draft July 2022 Qualitative Report is attached.

Recommendations

It is recommended that the Board

- **approves** the July Qualitative Report to the Ministry of Education
- notes the RTLB Report July 2022